Social Interaction Patterns in Children with Speech Disorder: Parent and Teacher Perspectives

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1. Round 1

1.1. Reviewer 1

Reviewer:

"Parents of children with speech disorders play a critical role in supporting their children's communication development and social integration." - This statement would benefit from a brief overview of specific strategies that parents use, as detailed later in the paper, to support this claim.

"Generating initial codes: The transcripts were systematically coded using a qualitative data analysis software identifying significant features related to the research questions." - Specify the software used for coding and any key features that made it suitable for this analysis.

"Instances of teasing and bullying were also reported along with limited participation in group activities." - Provide specific examples or quotes from participants to illustrate these instances and add depth to the findings.

"To navigate social interactions children with speech disorders and those around them often rely on various communication strategies." - Include examples of specific visual aids or tools used by teachers and parents as mentioned in the interviews.

"The emotional toll of speech disorders on children includes feelings of frustration and anxiety often leading to lower self-esteem." - This section would benefit from a more detailed exploration of how these emotions are expressed by the children and perceived by parents and teachers.

"Many children showed adaptation over time initially struggling but gradually improving and developing coping strategies." - Detail specific coping strategies observed and any patterns in how these strategies were developed over time.

"Future research should address the limitations of this study by including larger and more diverse samples." - Provide specific suggestions on how future studies could diversify the sample, such as including children from different cultural or linguistic backgrounds.

Authors revised the manuscript and uploaded the document.

1.2.   Reviewer 2

Reviewer:

"Children with speech disorders often experience difficulties in communicating effectively which can lead to social isolation and emotional distress (Björelius & Tükel 2017; Crosbie et al. 2005)." - The introduction should provide a brief explanation of the different types of speech disorders (articulation, fluency, and voice disorders) to set the context for readers unfamiliar with these terms.

"The sample size was determined by theoretical saturation achieved when no new themes or insights emerged from the data." - Include a brief explanation of how theoretical saturation was determined and how it influenced the sample size.

"Each interview lasted approximately 60-90 minutes and was conducted in a location convenient for the participant either in person or via video conferencing." - Clarify whether there were any differences in the depth or type of responses obtained between in-person and video conferencing interviews.

"Children with speech disorders often face significant challenges in peer relationships due to difficulties in initiating conversations and being misunderstood." - Discuss any potential differences in the severity of social interaction challenges based on the type of speech disorder.

"Both parents and teachers employ various strategies to support the social interactions of children with speech disorders." - Explore whether there were any notable differences between the strategies used by parents and those used by teachers, and their relative effectiveness.

"Despite the valuable insights provided by this study several limitations should be acknowledged." - The limitations section should include any potential biases introduced by the self-reported nature of the data from parents and teachers.

Authors revised the manuscript and uploaded the document.

2.   Revised

Editor's decision: Accepted.
Editor in Chief's decision: Accepted.